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ABSTRACT

This guide contains a rationale, plan, and bibliography for the implementation of a K-12, district wide, global education program. Parts one and two of the guide provide a definition of and rationale for global education. Global education is defined as the lifelong growth in understanding, through study and participation, of the world community and the interdependency of its peoples and systems--ecological, social, economic, and technological. The rationale provided is taken from a statement by Rene Dubos, 1969 Pulitzer Prize recipient. Part two outlines specific goals of global education. How to implement a program is the topic of part three. A self-assessment program instrument is included. Suggested steps for starting a program are: get administrative support, identify a staff, carry out needs assessment, review guidelines, prepare professional staff, locate existing resources, and develop a model program. Activities for classroom use in various disciplines are then outlined. The guide suggests that physical education teachers utilize games from different countries in their classes and that music teachers teach students about the musical instruments from around the world. A geography unit entitled "Could You Live and Work in a Country Other Than Your Own?" is described. An annotated bibliography, which comprises about half the publication, concludes the guide. Cited are teacher resources and print and nonprint student materials. The materials listed date back to 1973. (Author/RM)

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Global Education - An Implementation Plan & Resource Guide

Submitted by

Chris Sny

Summer Session 1980, U.W. M.

SO 013 244

University of Wisconsin, Madison
Curriculum 630
Global Education Workshop
Dr. Mike Hartoonian

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Introduction

This proposed plan and bibliographic resource guide for implementation of a social studies program with a global emphasis represents extracted material from two primary sources:

1. The National Business and Office Career Education Curriculum Project - Social Studies Resource Guide - H.E.W. & U.S.O.E. Contract # OEC -0-73-5230, 1973. Project Director Dr. Harry Huffman, Dept. of Voc Ed, Colorado State University, Fort Collins, Colorado 80523

2. "Global Education Guidelines" Michigan Department of Education, Lansing, Michigan 48909 - Project Director Mr. Eugene Cain, S.S. Specialist, Editor

The rationale, plan, and bibliography I have compiled from these sources presents a practical guide for the implementation of a K-12, district wide, global education program. At the same time if your district is not ready for curriculum alteration on such a grand scale, the assesment instrument, activities and list of resources can also be of use to the individual classroom teacher in implementing an individual classroom approach.

Our common experience at the first University of Wisconsin Summer Global Education Seminar made us all aware of the need for the integration of this global approach into our respective social studies curriculums. The many excellent speakers and resource references provided us with the tools an educator would need for such an effort, if not in each of our districts at least in our own individual classrooms. Thanks to the fine organizational efforts of Ms. Carol Hansen and the leadership and direction of Dr. Mike Hartoonian in providing this summer seminar, globalism

has now become a premise for the future educational planning and indeed a way of thinking for all those who attended the seminar. What follows is a suggested general plan which is offerred for your use, either in total or in part as you choose, as an aid for introducing globalism into your curriculum.

Part I

DEFINITION

Global education is the lifelong growth in understanding, through study and participation, of the world community and the interdependency of its peoples and systems--ecological, social, economic and technological. Global education requires an understanding of the values and priorities of the many cultures of the world as well as the acquisition of basic concepts and principles related to the world community. Global education leads to implementation and application of the global perspective in striving for just and peaceful solutions to world problems.

RATIONALE

The future has been eloquently and briefly summed up in the phrase, "It becomes obvious that we all have two countries, our own and the planet Earth." By analyzing his statement, Rene Dubos, 1969 Pulitzer Prize recipient, provides a useful rationale for global education in human terms:

> "The most pressing problems of humanity . . . involve relationships, communications, changes of trends--in other words, situations in which systems must be studied as a whole in all the complexity of their interactions.
>
> The diversity of views held by the experts stem not so much from uncertainty about scientific facts as from differences in social values. Policies concerning how best to manage the human environment require both scientific knowledge and social judgment. Establishing and maintaining a desirable human environment requires not only the maintenance of ecological balance and management of natural resources, but also opportunities for individuals and groups to develop their own ways of life. Men not only live in their environment, they shape it and are shaped by it. The diversity and richness of the human environment and the interplay between natural forces and man's dreams and aspirations might well serve as a major focus of global education.
>
> The strong attachments to our highly prized diversity need not interfere with attempts to develop a global view but

rather may help generate a loyalty to the planet as a whole."

A viable rationale for global education should place an emphasis on the personal behavior of all world-minded persons. This behavior should reflect a concern for the person's immediate environment as well as a more distant environment. Hence: THE WORLD-MINDED PERSON CONCERNED WITH VITAL ISSUES KNOWS SUCH THINGS AS:

A. The earth is a fragile, finite planet whose resources are limited.

B. People throughout the world have numerous and diverse life styles.

C. Respecting others who are different enriches rather than diminishes each of us.

D. Common human needs and dreams underlie cultural differences.

E. It is useful and enlightening to view life comparatively.

F. What happens in the world determines how all of us live.

G. The world is presently divided into about 150 countries whose extreme nationalistic behavior may be a barrier to peace.

H. The armament race, if continued unabated, could lead to the destruction of humankind.

THE GLOBAL PERSON WILL BE ONE WHO ACTS IN A MANNER SUCH AS THE FOLLOWING:

A. Intelligently to promote a humane domestic and foreign policy.

B. Compassionately to contribute to the solution of our common problems.

C. Realistically to eradicate hunger and improve the quality of life.

D. Vigorously to promote justice as presently outlined in such documents as the Universal Declaration of Human Rights and the Declarations of the Rights of the Child.

E. Conscientiously to become involved in the peaceful resolution of conflict and the ultimate outlawing of war.

Part II

GOALS*

Global education in a school system will equip the student with an understanding and an awareness of global interdependence by providing encouragement and opportunity to:

A. Acquire a basic knowledge of various aspects of the world: geographic, cultural, linguistic, economic, political, historical, artistic and scientific.

B. Develop a personal value and behavior system based on global perspectives.

C. Understand problems and potential problems that have global implications.

D. Explore solutions for global problems.

E. Develop a practical way of life based on global perspectives.

F. Plan for alternative futures.

G. Participate responsibiy in an interdependent world.

In order to accomplish these goals, a school system should provide both cognitive and affective experiences such as:

A. A sequential study of world geography.

B. A sequential study of at least one foreign language.

C. A sequential study involving the basic concepts of history, economics, politics, anthropology, science and the arts.

D. A study of various social, political and economic systems from a non-ethnocentric standpoint.

E. A study of the operation of our international labor and business networks.

F. A study of the international communication and travel networks.

G. A study of the causes and effects of pollution.

---

*These goals are meant to encourage and stimulate participation with emphasis on active experience. An interdisciplinary approach is highly encouraged.

H. A study of the uses and abuses of energy.

I. A study of the global implications of natural disasters.

J. Encounters with artistic expressions of other cultural groups.

K. Involvement in scientific studies from a global perspective.

L. Awareness of instances of the denial of human rights.

M. Exposure to different religions.

N. Awareness of the causes and solutions of domestic and world hunger.

O. Awareness of world health problems.

P. Resolution strategies for resolving personal, intergroup, and international conflicts.

Q. Cultural activities of different ethnic groups.

R. Participation in people to people exchange programs.

S. Person to person contacts with official and unofficial representatives of other countries.

T. Participation in community programs with a global orientation.

Part III

IMPLEMENTATION

A school district planning to initiate or strengthen its global education program is faced with many of the same kinds of considerations and decisions that underlie its total educational program. Each district should justify, develop, and implement its own program; however, successful implementation of a global education program requires commitment, cooperation, support, and involvement of all components of the educational system. That is, decision-making should be a process of openly-arrived-at participation by all concerned, such as local school board, district administrators, school staff, students, a community advisory board, and university personnel.

In the process of implementation there are several major categories of concern to be addressed in the areas of curriculum and school-community relations. A starting point for curricular aspects of a global education program is contained in Parts I and II of these guidelines. Suggestions for implementing a global education program, with an emphasis on school-community interaction, are as follows:

District Administrators, School Staff and Students

A. There should be evidence of administrative support for a global education program from the local board of education in the form of a formal policy statement.

B. There should be a clearly formulated plan of action for implementing a global education program. Such a plan will include:

   1. Provisions for review of the State Guidelines on Global Education by faculty, staff, and students.

   2. Provisions for motivating administration and staff to support global education.

3. Provisions for review of current curricula in light of the interdisciplinary implications of global education.

4. Provisions for staff training and preparation for global education programs.

5. Provisions for developing a base of human and instructional resources to aid the district.

6. Provisions for student input in the planning on global education programs.

7. Provisions for involving pre-school through adult education components in the global education program. Practical considerations may make it necessary to begin with only one segment of the whole plan.

C. There should be a clearly formulated plan for monitoring and evaluating global education.

Community

A. In order to make the global education program as effective as possible, the following things should be done:

1. A cross-section of multi-ethnic and socio-economic groups within the community should be invited to serve on an advisory council.

2. Once the advisory council has endorsed the statement of policy issued by the school board, various community agencies (such as the World Affairs Council, United Nations' Associations, service clubs, church organizations, and representatives of labor, business and travel networks) may also be involved as resources.

B. The advisory council may wish to address such issues as:

1. Gaining cooperation and support of professional organizations.

2. Establishing a monitoring component to be included within the administrators-staff-student monitoring and evaluation plan.

3. Reviewing available community resources.

4. Providing for parental support and involved input in the planning and implementation of a global education program.

SELF ASSESSMENT OF GLOBAL EDUCATION

CRITERIA

	Excellent	Inadequate	Adequate
1. The curriculum develops student abilities to adapt to a world-centered perspective.			
Elementary School			
Junior High School			
Senior High School			
Adult Education			
Other			
2. It also aids students to become perceptive in the area of the consumption of scarce resources.			
Elementary School			
Junior High School			
Senior High School			
Adult Education			
Other			

SELF ASSESSMENT OF GLOBAL EDUCATION

CRITERIA

	Adequate	Inadequate	Excellent
3. The curriculum provides students both the rational and emotional ability to cope with change and diversity in the world environment.			
Elementary School			
Junior High School			
Senior High School			
Adult Education			
Other			
4. The curriculum emphasizes issues related to global education as an "interdisciplinary content area" around which various skills are developed, as a means of facilitating acquisition of knowledge about this vital area.			
Elementary School			
Junior High School			
Senior High School			
Adult Education			
Other			

List other significant curriculum offerings:

a. Comments:

SELF ASSESSMENT OF GLOBAL EDUCATION

- CRITERIA

	Adequate	Inadequate	Excellent
5. The curriculum regularly provides inter-cultural experiences for all students, pre K - 12. Overall Assessment			
Elementary School			
Junior High School			
Senior High School			
Adult Education			
Other			
6. The curriculum provides intensive and recurrent study of cultural, racial, religious and ethnic and national groups, both those to which students belong and others.			
Elementary School			
Junior High School			
Senior High School			
Adult Education			
Other			

SELF ASSESSMENT OF GLOBAL EDUCATION

CRITERIA

	Adequate	Inadequate	Excellent
7. Regular opportunities are provided to meet, discuss, study and work with members of various cultural, racial, religious, ethnic and national groups.			
Elementary School			
Junior High School			
Senior High School			
Adult Education			
Other			

a. Comments:

	Adequate	Inadequate	Excellent
8. The program emphasizes major social processes and problems of a global society (i.e., intergroup conflict, control of violence, allocation of scarce resources, and uses of the seabed.			
Elementary School			
Junior High School			
Senior High School			
Adult Education			
Other			

SELF ASSESSMENT OF GLOBAL EDUCATION

CRITERIA

	Excellent	Inadequate	Adequate
9. Student understanding of international aspects of a social system viewed as one system among other social systems is a goal.			
Elementary School			
Junior High School			
Senior High School			
Adult Education			
Other			
10. The social studies program emphasizes an interdisciplinary approach to the history of world problems, both Western and non-Western (economics, geography, sociology, etc.).			
Elementary School			
Junior High School			
Senior High School			
Adult Education			
Other			

a. Comments:

SELF ASSESSMENT OF GLOBAL EDUCATION

CRITERIA

	Excellent	Inadequate	Adequate
11. The curriculum emphasizes basic concepts and data related to the areas of global education.			
Elementary School			
Junior High School			
Senior High School			
Adult Education			
Other			
12. Students are systematically exposed to the critical issues caused by scientific and technological advances and their potential effects on the globe.			
Elementary School			
Junior High School			
Senior High School			
Adult Education			
Other			

SELF ASSESSMENT OF GLOBAL EDUCATION

CRITERIA

	Excellent	Inadequate	Adequate
13. In confronting existing global dilemmas, students are exposed to solutions which involve both advanced technology and low energy approaches.			
Elementary School			
Junior High School			
Senior High School			
Adult Education			
Other			
14. Students are exposed to representatives of differing scientific and technological persuasions for discussion of issues, theories, and potential solution.			
Elementary School			
Junior High School			
Senior High School			
Adult Education			
Other			

a. Comments:

SOME SUGGESTED STEPS FOR GETTING A PROGRAM STARTED

1. Get administrative support.
2. Identify a staff.
3. Carry out needs assessment.
4. Review guidelines.
5. Professional preparation.
6. Locate existing resources.
7. Develop a model program.

Another suggested approach for getting started is that of designing specific classroom activities which could be used in one or more subject areas. While the activities in the illustration on the following page are listed under a specific subject, it is not intended that such activities be restricted to a single subject nor a single grade level.

ILLUSTRATION: SOME SUGGESTED CLASSROOM UNITS OF STUDY AND/OR ACTIVITIES

Display and frequent use of a variety of authentic, valid and relevant charts, maps and globes depicting other countries and people from foreign cultures	Study of families from other nations	Social Studies
Choral reading and dramatization of stories about other lands	Make oral reports on various cultural attributes from selected countries	Language Arts
Unit on metrics	Study of contributions of international personalities in science and mathematics	Mathematics
Ecology unit	Study of world's mineral resources	Science
Songs from other countries sung in language other than English	Study of musical instruments from around the world	Music
Study of various art forms from around the world	Study of selected art periods from various countries/regions	Art
International field day	Games from different countries	Physical Education
Reading information stories about other countries	Skills development: making generalizations about various nations	Reading
Study of international contributions to the English language	Specialization in a foreign language	Foreign Language Study

COULD YOU LIVE AND WORK IN A COUNTRY OTHER THAN YOUR OWN?

--A GEOGRAPHY UNIT--

PURPOSE:

As students work through the 14 sections in this unit, they will be exposed to an equal number of job opportunities, and they will Supplement information obtained from basic texts as they use travel guides, atlases, globes, encyclopedias, and other references as they seek answers to questions which may help them determine if they could live and work in each of the major regions of the world.

MAJOR ACTIVITIES:

Each section will provide students with an opportunity to:

1. Use one source of employment information--a newspaper ad--to learn something about the requirements for a specific occupation.

2. Find out which courses in high school will best prepare them for the job.

3. When the question is listed, convert the monetary unit of a country into U.S. dollars.

4. Find the answers to questions about a location such as its climate, population, recreational facilities, etc.

5. On the basis of their findings, support statements as to whether or not they could live and work in a location.

PROCEDURES:

Before class begins:

1. Students should have some knowledge about the city or locality mentioned in a section.

2. Duplicate enough copies of a section so that each student will have an individual packet.

3. Study the suggested answers on the keys to the student activities. Because of frequent fluctuations in monetary values and in rates charged by hotels, tasix, buses, etc., you may need more current information.

PROCEDURES:

Before Class Begins: (Continued)

4. Have on hand sufficient reference materials for students' use. (Please refer to the listing under "Purpose" on the previous page)

During Class:

1. Distribute copies of the assigned section.

2. Discuss, with your students, the information on the introductory page of the student materials.

3. Have students work individually or in groups as they complete the exercises listed in the assigned section. (A section may also be given as a library assignment.)

4. Check and discuss answers. (Inasmuch as many of the answers will vary, encourage students to share individual findings with the entire class. In addition to answers to the questions, encourage students to share any other interesting information which they may find about a specific locality.)

5. Involve students in one or more of the optional activities listed below.

OPTIONAL ACTIVITIES:

1. Class Discussion:
Guide a class discussion as to other types of jobs students may find should they travel to the country or city mentioned in a section.

2. Travel Folders:
You may want your students to collect, study, and display current travel folders.

3. Map Study:
Have students use markers on a large map to indicate the location of each of the 14 cities listed in this unit.

4. Chart:
Students may want to construct a chart listing the monetary units of selected countries and the distances between major cities of the world.

5. Class Interview:
So that your students may interview this person, invite a teacher, coordinator, or senior student from a local high school who can provide them with information as to the various offerings in business education of that school.

GENERAL INFORMATION ABOUT THE GEOGRAPHY UNIT

THE ADS:

The job announcements in the 14 sections of this unit were contrived from information contained in classified sections of foreign newspapers and from the Oxford, England Vacation-Work publication, The Directory of Overseas Summer Jobs.

THE QUESTIONS:

The questions in the bos at the right of the ads are designed to help students focus their attention on some courses which they may take while in high school, on special terminology used in some of the ads, and on the U.S. dollar equivalent of the monetary units of various countries.

MAP STUDY:

To help them indicate the location of a city or island on the small map on the first page of a section, students may need to refer to a larger map in a basic text or in an atlas. This activity should help them to obtain some idea as to the distances between the cities in which they reside and some of the major cities of the world.

SPECIFIC QUESTIONS ABOUT THE FEATURES AND FACILITIES OF A LOCALITY:

As students use a variety of references to find the answers to the questions on the second and third pages of a section, they will have to select, from a wealth of information, a few items to enter on their answer sheets. It is assumed that what they select will be based on their individual interests; therefore, answers will vary.

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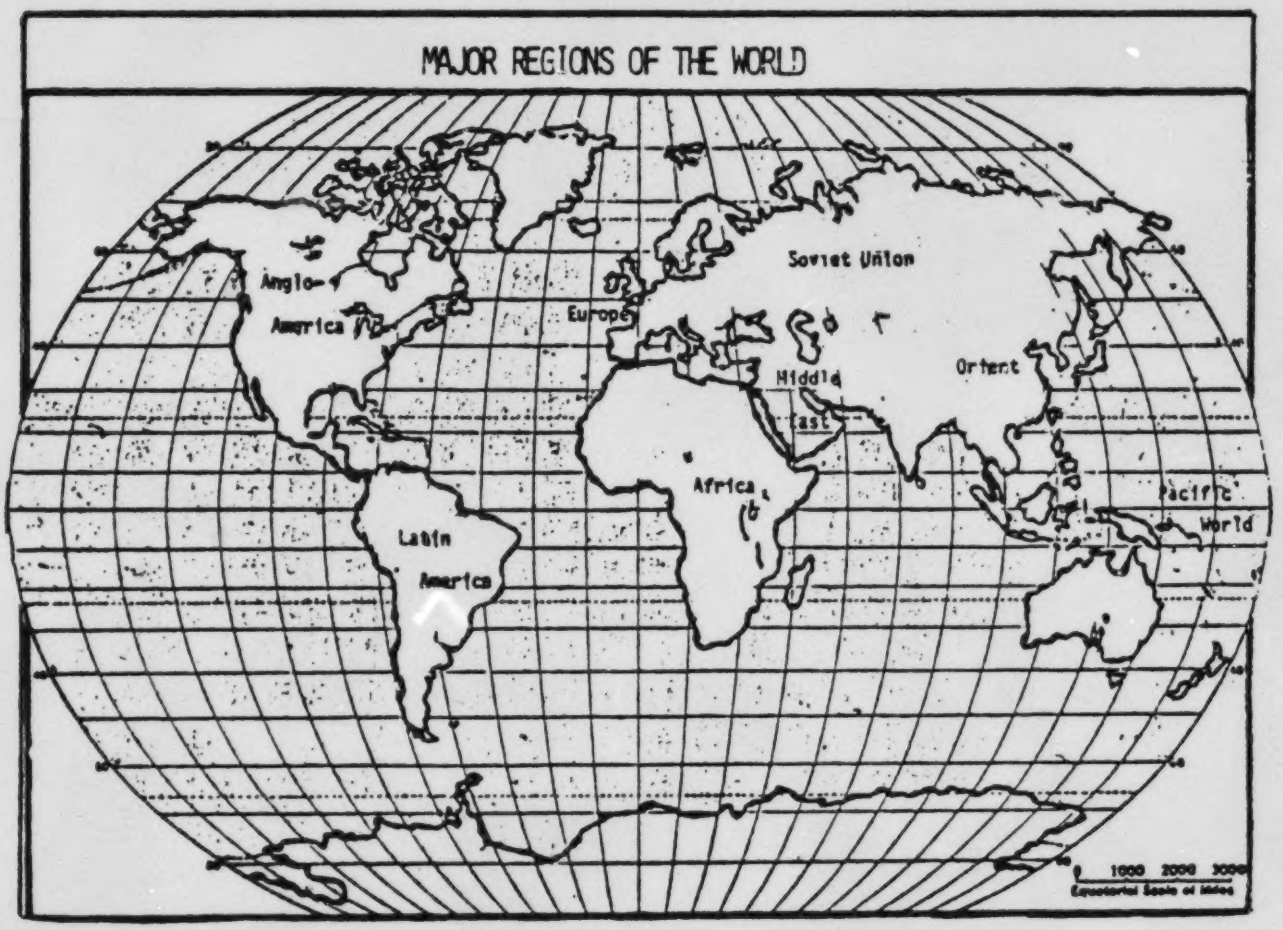
COULD YOU LIVE AND WORK IN A COUNTRY OTHER THAN YOUR OWN?

If you like adventure and would like to travel in a most interesting and rewarding way, you should now begin to use your knowledge of geography to determine if you could live and work in a country other than your own.

Young people who are studying a second language, who are willing to work, and who have the necessary job skills may find either temporary or permanent employment in almost any region in the world.

As you work through the activities in this unit, you will find out what some of these job opportunities are and what you may expect to find should you travel to the countries in which they are located.



COULD YOU LIVE AND WORK IN RUSSIA?

The following ad appeared in a recent issue of a Moscow newspaper. Read it carefully; underline the duties expected of a foreign exchange teller for the State Bank of Moscow, then complete the form at the right.

FOREIGN EXCHANGE TELLERS

Large bank needs capable person to handle foreign deposit accounts, letters of credit, and drafts drawn on foreign banks and to sell travelers checks to foreign customers.

Applicants must speak Russian, French, and English and will be expected to use calculating and bookkeeping machines.

Salary, R116 per week.

Send applications to: Personnel Manager, State Bank of Moscow, Neglinnaya 18, Moscow K 16.

QUESTIONS

1. If you would like to prepare for this job while in high school, what are some courses that you could take?

   Accounting or bookkeeping, Business Arithmetic, Economics, Russian, French, and Office Machines.

2. In US dollars, how much money would you earn per week?

   $161.24

Do you think that traveling to live and work in Moscow would be an exciting and interesting experience? Would you be happy there? Imagine that you are about ten years older than you are now, that you are giving serious consideration to applying for the job at the State Bank of Moscow, and that you must find the answers to some important questions.

Use a basic text, a travel guide, an atlas, or other kinds of references to help you complete the exercises which follow.

MOSCOW, WHERE IS IT?

Locate where you live in the United States and where Moscow is in Russia, then draw a line connecting the two places.

HOW WOULD YOU TRAVEL?

1. If you should go to Moscow, about how many miles would you travel? *From New York, 4,662 miles.*
2. How would you get there? *Probably, by air.*
3. How long will it take you to get there? *From New York, 10 1/4 to 10 1/2 hours.*

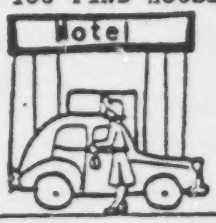
WHAT ABOUT THE CLIMATE?

1. The climate in Moscow is similar to what part of the United States? *The northern region.*
2. What will you need to wear? *Lightweight suits and dresses, sweaters, and raincoats during summers; warm clothing during winters.*

WHAT ARE THE PEOPLE LIKE?

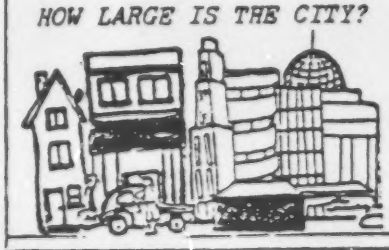
1. What are the predominant languages? *Russian, Kirghiz, Turkoman, and Tadzhik.*
2. Some local customs you should know about are: *Russians "move at a slower pace" than Americans. The typical Russian is extremely proud of his or her country.*

WILL YOU FIND HOUSING?



1. Where can you find temporary living accommodations? *Hotels*
2. What are the rates? *From tourist to luxury, $12.80 to $105.60 for single accommodations. (Rate includes breakfast.)*

HOW LARGE IS THE CITY?



1. What is the population of Moscow? *7,151,000*
2. How does the size of this city compare with yours? *Answers will vary.*
3. The city of Moscow has been described as: *Crowded and "busy."*

IS THERE LOCAL TRANSPORTATION?

1. Moscow has what kind of public transportation? *Moscow Metro Subway, trams, taxis, and rental cars.*
2. If you should want to rent a car, what will you need? *An international driver's license and a "driver's responsibility certificate."*

WHAT COULD YOU DO FOR FUN?

1. In Moscow, what are some of the popular sports? *Troika racing, swimming, and hunting.*
2. What else would you want to do for fun? *Go to movies, jazz concerts, shopping; attend an opera.*

WHAT ABOUT SIGHT-SEEING?

1. During weekends, where could you travel? *Linengrad, Kiev, Sochi*
2. What would you see? *Museums, palaces, mansions, landscaped gardens, cathedrals, pebble beaches, colorful bazaars, mosques, and hot sulphur springs.*

COULD YOU LIVE AND WORK IN RUSSIA?

1. On the basis of what you now know, would you accept a job in Moscow? _____
2. Why, or why not? *Answers will vary.*

COULD YOU LIVE AND WORK IN TAHITI?

The following ad appeared in a recent issue of the San Francisco Examiner. As you read it, underline the skills which the employer expects a clerk-typist to have, then complete the form at the right.

CLERK-TYPIST

Position available for intelligent person who can spend the months of July and August in Tahiti.

Applicants must have a minimum typing speed of 50 wpm and must be able to speak English and French.

Duties will include: typing letters and travel forms, answering the telephone, and helping tourists with travel plans.

For more information, write to: Tahiti International Tourist Services, 425 Geary Street, San Francisco, California 84102.

QUESTIONS

1. If you would like to prepare for this job while in high school, what courses should you take?
   Typewriting, French, Business English, Record Keeping, and Office Machines
2. Personal characteristics of a clerk-typist for a tourist agency should include:
   Pleasant disposition, patience, ability to work under pressure, and resourcefulness.

Do you think that living and working in Tahiti would be an exciting and interesting experience? Would you be happy there? Imagine that you are 5 to 10 years older than you are now, that you want to apply for the job described in the ad, and that you must find the answers to some important questions.

Use a basic text, a travel guide, an atlas, or other kinds of references to help you with the exercises which follow.

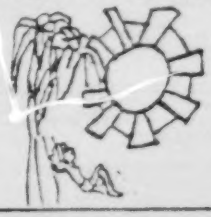
TAHITI, WHERE IS IT?

Locate where you live in the United States and where Tahiti is in French Polynesia, then draw a line connecting the two places.

HOW WOULD YOU TRAVEL?

1. Should you go to Tahiti, about how many miles would you travel? *About 3,700 mi. from San Francisco.*
2. How would you get there? *Probably, by air.*
3. Hong long will it take you to get to Tahiti? *From 8 1/4 to 9 hours.*

WHAT ABOUT THE CLIMATE?



1. What is the weather like in Tahiti? *From April to October, 68° to 87°; other times, 72-88°.*
3. What should you wear on the island? *Cool, washable clothing and sandals.*

WHAT ARE THE PEOPLE LIKE?

1. What are the predominant languages? *French, Tahitian, and English.*
2. Most of the local people are engaged in what occupations? *Farming, fishing, cattle raising, and "tourism."*

WILL YOU FIND HOUSING?

1. In Tahiti, where can you find temporary living accommodations? *Hotels*
2. What are some of the rates? *From $13 to $28 for single accommodations.*

HOW LARGE IS THE ISLAND?

1. What is the population of Tahiti? *61,519*
2. What is the name and population of its largest city? *Papeete, with a population of 25,342.*

IS THERE LOCAL TRANSPORTATION?

1. What means of public transportation will you find in Tahiti? *Taxis, buses, and boats to other islands.*
2. How would you get to other islands? *By boat.*

WHAT COULD YOU DO FOR FUN?

1. What are some of the popular outdoor sports? *Swimming, skin diving, golf, and fishing.*
2. What else would you want to do for fun? *Visit other islands; go shopping; visit a museum, or go to a nightclub.*

WHAT ABOUT SIGHT-SEEING?

1. During weekends, where could you travel? *Clipperton Island, Moorea Island, Bora Bora*
2. What would you see? *Sand beaches; lagoons, temples, waterfalls, rapid streams, steep mountains.*

COULD YOU LIVE AND WORK IN TAHITI?

1. Could you live and work in Tahiti?
2. Why, or why not?

Answers will vary.

BIBLIOGRAPHY

The materials selected for this bibliography were chosen for their applicability to a global education program, as defined in the body of this document. Emphasis was placed on finding information which would best aid educators in becoming cognizant of existing global education ideas and programs, as well as finding effective resources and materials with which they could implement their own programs.

The bibliography contains resources drawn from material dating back only to 1973. Therefore, it does not claim to be all-inclusive. Rather, it simply is a sampling of those materials which place an emphasis upon global interdependence and global awareness. In developing a true global perspective it may be necessary to create new materials for <u>all</u> disciplines.

American Association of School Librarians, Media-Supported World Affairs Seminars

This provides examples of international seminars and shows how they can be supported by library media centers. It demonstrates ways to carry on such activities with examples of values that can accrue.

Becker, James, Education for a Global Society, Phi Delta Kappan Educational Foundation, Bloomington, Indiana, 1973.

The author offers some guidelines for global education in the school curriculum and discusses the need of a global approach.

Brown, Lester, et. al., By Bread Alone, New York, Praeger, 1974.

This book discusses grim dimensions of a global food crisis. The need to act now to help stem the deepening crisis by limiting demand through: population control; change in diet of affluent minorities; augmenting food supply; and a worldwide approach to a solution to the problem.

Ibid, In the Human Interest, A Strategy to Stabilize World Population, W.W. Norton and Company, New York, 1974.

This interdisciplinary analysis calls for immediate efforts to stabilize the world's population.

Buergenthal, Thomas and Judith V. Torney, International Human Rights and International Education, Washington, D.C.: U.S. National Commission for UNESCO, 1976.

This book introduces readers to the objectives and principles articulated in the 1974 UNESCO "Recommendations concerning Education for International Understanding, Cooperation and Peace and Education relating to Human Rights and Fundamental Freedoms."

Gallagher, Mary Beth, et.al., Educating for Peace and Justice - A Manual for Teachers, Institute for Education for Peace and Justice, St. Louis, Missouri.

This two-part manual deals with the concepts of peace and justice as they relate to a social studies curriculum and as they relate to a religion curriculum.

Goodlad, John, et. al., Toward a Mankind School: An Adventure in Humanistic Education, McGraw Hill, 1974.

This book discusses a broadening of the teaching of humanities.

Kenworthy, Leonard, Social Studies for the 70's in Elementary and Middle Schools, Zerox Corporation, 1973.

This provides, among traditional topics: units on studying world communities; other nations; the world; personal problems-problems of the local community; and the U.S. in relation to the rest of the world. It discusses good and helpful methods and materials applicable to teaching each topic.

Management Institute for National Development, Global Development Studies, 1973.

This curriculum outline emphasizes interdependence and global systems. It deals with various topics such as environment, poverty, food and resources.

McNamara, Robert A., One Hundred Countries, Two Billion People.

This book dispels the misconceptions and misunderstandings underlying feelings of frustration over the field of international development; it brings into sharper focus the problems that require solutions if the world and its people are to survive.

Mead, Margaret, and Ken Heyman, World Enough, Rethinking the Future, Little, Brown and Co., 1975.

Muller, Ronald, et. al., The Earth Mar[illegible] The Global Reach of the Multinational Corporations, New Yo[illegible]mon and Schuster, 1974.

This book reviews the impact of large [illegible]ternational corporations and the influence they have globally. Case studies are included for comparison/discussion.

The National Commission on the Reform of Secondary Education. Brown, B. Frank, Chairman, The Reform of Secondary Education, McGraw-Hill Book Co., 1973.

This report contains a number of recommendations that lead toward reform of the high schools. It devotes one chapter to the recommendation that all secondary school students should receive a basic global education.

Reischauer, Edwin O., Toward the 21st Century: Education for a Changing World, Alfred A. Kropf. New York, 1973.

Attitude changes toward people of other countries and an overall improved understanding of the "outside world" are seen as crucial to human survival by this author.

Schumacher, E.F., Small is Beautiful: Study of Economics As if People Mattered, New York: Harper and Row, 1973.

This book presents arguments advocating a limit to growth and poses the question of whether or not the nation-state should have the authority to enforce such a limitation.

Tankard, Alice Doumanian, The Human Family, Human Rights, and Peace - A Sourcebook for the Study and Discussion of the Universal Declaration of Human Rights, Center for Teaching About Peace and War, Wayne State University, Detroit, 1973.

This version of the Universal Declaration of Human Rights can be used and understood by all lay people--men, women and children.

PERIODICALS/ARTICLES FOR EDUCATORS AND CLASSROOM USE

American Biology Teacher 36; 9; 543-544, 561, Mayer, William V., "Adaptations of BSCS Biology Throughout the World."

This article describes how adaptation projects are used to produce BSCS materials specifically designed for the local flora, fauna, educational system, biological problems and culture of other countries.

Association for Childhood Education International: Edman, Marion, "The Teacher as a World Citizen."

Describes various ways teachers have to help children keep abreast of what is current. It also offers suggestions of ways teachers can guide the students to interpret what is learned by means of the teacher's own understanding of the present world.

Audio Visual Instruction: 21; 5-7, F'76, Simonson, M.R. and D. Peterson, "Global Awareness: A Media and Educational Competency."

Looks at global awareness as being an objective of the educational system of a democratic country as well as a teacher competency of the future. Provides designs for introducing global awareness into the school curriculum (plus teaches competencies for teaching global awareness education) and a model for development of a teachers education course in global education (also, see Spr '73 article by J. Hipkin).

Didaskalos: 4; 2; 339-46, 1973, Crooks, J.A., "Cross-Cultural Understanding in the Teaching of the Ancient Languages."

The importance of cultural education in Latin programs is illustrated in remarks concerning language, literature, and archaeology.

Elementary School Journal: 76:100-3, N'75, Fasting, B.P., "Children's World Friendship."

Discusses Children's World Friendship, which is an organization of contact between nations through class exchanges of letters and drawings. The principle behind the organization is that children will gain insight into other worlds and cultures, view their own situation critically, and at the same time stimulate friendship and solidarity among all nations.

Foreign Language Annals: 7; 4; 425-34, May '74, Santoni, George V., "An Integrated Approach, Through Linguistic and Cross-Cultural Exercise, to Advanced Conversation."

Explores possible teaching techniques for combining language exercises preparatory to conversation in advanced-level French classes.

Indiana Social Studies Quarterly: 26; 2; 96-98, Autumn '73, Tarbox, Everett J. Jr., "Non-Western Religions and World History."

The author proposes the inclusion of the study of the religions of the non-Western world to enrich the world history curriculum. Resource materials for use in studies of these cultures are suggested.

Intercom - #78

Presents four specialists on the challenges humans must resolve in order to survive. The lessons help high school students understand the problems and view them, not as hopeless difficulties, but as significant opportunities which can and must be mastered and which can lead to a new flourishing of a global human society.

Intercom - #79

Provides a variety of ideas on a range of concepts and topics aimed at determining how we can provide the tools and the perspectives necessary to cope with a changing society. It offers a way of approaching the issue of global perspectives.

International Education: 4; 2; 3-6, '74, Stove, Frank A., "World-Minded Learning."

Teaching elements in a world-minded program and global teaching techniques are discussed in light of today's new global society which requires the traits of world-mindedness.

International Understanding at School: 26; 3-5, Nov '73, Goodlad, John I., "Education for Mankind."

The author expresses his concern for incorporating the "unity of mankind" perspective into the elementary curriculum. He outlines points at which to influence curriculum, and describes attempts to internationally implement this perspective on education.

Mosaic: V 6 #3, pp. 2-8, M/Sum '75.

Discusses understanding of the forces that affect U.S. food and nutrition policies, and their relation to international food demands and needs.

NASSP Bulletin: 57; 372; 92-4, Apr '73, Landers, Thomas J., "Cross-Cultural Experience: A Vital Component of Inservice Education."

The author contends that cross-cultural experiences must be a vital part of a teacher's preparation and professional growth. He feels that

educational travel is not just pleasurable; it is absolutely necessary to develop the international understanding and perspective needed.

Phi Delta Kappan: 56; 8; 524-527; Boyer, William, "World Order Education: What is it?"

This article discusses how world order education (a special variety of peace studies) is a legitimate part of a social studies curriculum.

RELC Journal: 5; 2; 18-30; Dec '74; Nababan, P.W.J.

This article attempts a definition of "culture" and "language." It discusses the relationship of language to culture and cultural features concomitant to a language.

Russian Language Journal: 29; 104; 37-45; Aut '75; Baker, Robert L., "Language Programs in the Soviet Union: Expectations and the Reality."

This article discusses the reality and benefits of language study programs in the Soviet Union for American students as compared to the expectations of teachers and students.

School Science and Mathematics: V 75 #1; pp. 69-79; Jan '75; "A Myriad of Patterns on the International Scene."

This takes the reader on a tour of integrated science activity outside the U.S. Information draws from firsthand personal experience as well as international meetings and written sources.

Social Education: 39; 6; 368-70; Pasch, Marvin and Thompson, John M., "The Indiana University World History Project."

The world history project of Indiana University (for secondary students) which introduces students to the total human experience in global perspective, is examined.

Social Education: 38; 7; 678-682; Becker, James, "Perspectives on Global Education."

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Social Education: 38; 7; 672-677; Morris, Donald N., "Teaching Global Interdependence in Elementary Social Studies: Old Concept--New Crisis."

This article examines some of the pitfalls found in textbooks dealing with global interdependence. Suggestions are made to avoid these mistakes and involve students in activities outside of the textbook.

Social Education: 38; 7; 664-671, Wood, Jayne Millar, "Adding a Global Outlook to Our Secondary Curriculum: Classroom Teaching Strategies."

This article suggests specific themes and approaches to integrate a more global perspective into courses presently taught at the secondary level.

Social Education: 38; 7; 661-662, Desmond, Kathleen, "Using Case Studies to Teach About Global Issues. The Urban Poor in Northeast Brazil."

This article examines the lifestyle of one of these slum dwellers and his family, focusing on their poverty. Discussion questions and activities are provided. (Other case studies: 38; 7; 662-663
38; 7; 659-661
38; 7; 658-659)

Social Education: 38; 7; 657-658, Kins, David C., "Using Case Studies to Teach About Global Issues, The Pros and Cons of Using Case Studies."

Four pitfalls in using case studies to reach global issues are described. These include, bias in choosing cases, overgeneralization from the case, finding interesting cases, and letting the case become an end in itself.

Today's Education: 65:22-5; Jan '76, Thompson, J.M., "Chauvinism and Realism in a Global Community."

Discusses World Confederation Organization of Teaching Profession (WCOTP) movements for promotion of cooperation for world peace, and their efforts to serve and preserve that world.

Trends in Education, Mundy, J.H. Issue: #3; 15-18, Sept '75, "Teaching About the Third World."

This article discusses the problems of the under-developed countries and the need to inform students of the cultural differences between developed and developing nations. The author provides suggestions for teaching effectively about these cultural differences.

Additional Periodicals:

Atlas (published monthly)

Atlas Information Service, Inc.
230 Park Avenue
New York, New York 10017

Development Forum

Center for Economic and Social Information
United Nations
Palais des Nations
CH-1211 Geneva 10
Switzerland

Foreign Policy Magazine

Foreign Policy Magazine
345 East 46th Street
New York, New York 10017

International Journal of Occupational Health and Safety (bi-monthly publication)

Medical Publications, Inc.
4901 Bosque Boulevard
Waco, Texas 76710

International Wildlife (bi-monthly publication)

National Wildlife Federation
8925 Leesburg Pike
Vienna, Virginia 22180

National Geographic (published monthly)

National Geographic Society
P.O. Box 2895
Washington, D.C. 20013

Scientific American (monthly publication)

Scientific American, Inc.
415 Madison Avenue
New York, New York 10017

Sports Illustrated (publishes weekly news on national and international sports)

Time, Inc.
541 N. Fairbanks Ct.
Chicago, Illinois 606 1

World Affairs (quarterly review of international problems)

American Peace Society
4000 Albemarle Street, N.W.
Washington, D.C. 20016

World Health

World Health, WHO
Avenue Appia
1211 Geneva 27
Switzerland

UNESCO Chronicle

UNESCO
Place de Fontenoy
75700 Paris
France

UNESCO Courier (monthly publication except August and September when it's bi-monthly)

UNESCO
Place de Fontenoy
75700 Paris
France

TEACHER RESOURCE MATERIALS

AGE OF MEGATION

Social Studies School Service
10000 Culver Boulevard
Culver City, California 90230

This filmstrip reviews development of nuclear arms with discussion questions and activities.

CHILDREN AND INTERNATIONAL EDUCATION

Association for Childhood Education International
3615 Wisconsin Avenue, N.W.
Washington, D.C. 20016

This was developed as a plan of action in international education for teachers and students, and emphasizes the importance of developing a knowledge and appreciation of others. Part of the ten leaflets are practical in focus and offer an overview of the wealth of materials available in this field and hints on how to help children relate to children of other countries.

COMPARATIVE STUDIES UNITS

Center for Teaching International Relations
Graduate School of International Studies
University of Denver
Denver, Colorado 80210

Nine experimental units, oriented around the concepts of power, authority, decision-making, perception/misperception, and status/role. The units are composed of over 150 activities (games, role-playing, use of community resources, etc.)

CONFLICT RESOLUTION Grade 7-12

Social Studies School Service
10000 Culver Boulevard
Culver City, California 90230

This teaching unit encourages students to analyze various modes of communication, including games of strategy and a case study of the Cuban Missile Crisis.

EVALUATION: A PRACTICAL GUIDE FOR TEACHERS — Grade K-12

McGraw-Hill Book Company
1221 Avenue of the Americas
New York, New York 10020

Using suggestions in this book, teachers can learn to formulate their own methods for measuring various dimensions of education.

GUIDELINES FOR USING A SOCIAL/SIMULATION GAME

Social Science Education Consortium, Inc.
855 Broadway
Boulder, Colorado 80302

This was designed to help teachers maximize outcomes from using any social/simulation game.

HANDBOOK OF SIMULATION GAMING IN SOCIAL EDUCATION — Grade K-12 (Adult)

Institute of Higher Education
Research and Services
The University of Alabama
P. O. Box 6293
University, Alabama 35486

This is a two-volume set designed to provide educators at all grade levels, information about the use of simulation gaming in classroom settings.

INTERCOM — Grade 7-12

Center for War/Peace Studies
of the New York Friends Group, Inc.
218 East 18th Street
New York, New York 10003

This is published 3-5 times a year and is designed to improve the teaching of global issues by providing resources and ideas which promote international awareness, encourage global responsibility, and further democratic values. Each edition focuses on a particular theme related to global interdependence.

INTO INTERCULTURAL COMMUNICATION

Experiential Learning Packets
Brigham Young University
Language Research Center
Provo, Utah 84601

These learning packets help young people reach out from their own culture to a more complete interaction with those of other cultures.

LEARNING ABOUT PEOPLES AND CULTURES — Grade: Jr/Sr High

McDougal, Littell, and Company
Evanston, Illinois 61701

This provides readings and pictures to open eyes about other cultures.

MAN: A CROSS-CULTURAL APPROACH
MAN: AN ECOLOGICAL APPROACH

Educational Design, Inc.
New York, New York

Both these series of filmstrips offers two films on each of several topics: communication, food, work, culture, transportation, education, religion, health, climate vegetation, technological resources, basic resources, earth, topography, eco-problems, and eco-action.

NATIONALISM KIT — Grade 10-12

Center for Teaching International Relations
Graduate School of International Studies
University of Denver
Denver, Colorado 80210

This study kit includes an inquiry lesson with slides, which seeks to clarify the concept of nationalism. It focuses on the nation-building experiences of the U.S. and certain Third World countries.

POVERTY FILMS

McGraw-Hill Company
1221 Avenue of the Americas
New York, New York 10020

These films show true to life stories of a family in Appalachia ("Christmas in Appalachja") and an Illinois drop-out ("Superfluous People.")

PUERTO RICAN HISTORY AND CULTURE, A STUDY GUIDE AND CURRICULUM OUTLINE — Grade 7-12

United Federation of Teachers
Box PRHC
260 Park Avenue South
New York, New York 10010

The goal of this guide is to foster tolerance among experientially different peoples. Further, because Puerto Rico is geographically close to the U.S., it has economic, political, and military impact that merits recognition and exploration.

WAR/PEACE FILM GUIDE

World Without War Council
1730 Grove Street
Berkeley, California 94709

This guide describes many of the best films concerning war, international economic development, the arms race and other related areas.

YELLOW PAGES OF LEARNING RESOURCES Grade 7-12 (4-6, Adult)

The MIT Press
Massachusetts Institute of Technology
28 Carleton Street
Cambridge, Massachusetts 02142

This resource book has been developed to demonstrate how a city environment can serve as a classroom. It stresses a need for real experiences and encourages the development of new learning situations.

MATERIALS FROM ORGANIZATIONS AND INSTITUTES FOR EDUCATORS AND CLASSROOM USE

Addison-Wesley Publication Company
2725 Sand Hill Road
Menlow Park, California 94025

The Taba Program in Social Science - Grade K-7

This program is divided into four levels of learning: I(K), 2, 3, 4-7. Certain concepts reappear in the materials at each level and are then studied in greater depth. These concepts are casuality, conflict, cooperation, cultural change, difference, interdependence, modification, power, societal control, tradition, and values. The course of study is designed to help students identify with people in different cultures, disagree constructively with others, and develop an open-mindedness and tolerance of others and their ideas.

The African-American Institute
School Services Division
833 United Nations Plaza
New York, New York 10017

This institute offers various teacher's guides: elementary packets; secondary packets; packets for librarians; resource packets; and mini-modules. These are very inexpensive and useful materials.

Allyn and Bacon, Inc.
Rockleigh, New Jersey 07647

Great Decisions

This is a booklet, published annually, which extends insight into the complex problems our country faces on the world scene (geared toward high school level).

American Sciences and Engineering, Inc.
20 Overland Street
Boston, Massachusetts 02215

Materials and Activities for Teachers and Children - The Japanese Family, Grade 5-6

This kit is a self-contained system of materials and activities designed to engage students in a series of coordinated learning activities. Throughout the unit, children are grouped into a typical family pattern and play roles with authentic materials in order to develop an understanding of life in a contemporary middle-class Japanese family.

The Aspen Institute for Humanistic Studies
717 Fifth Avenue
New York, New York 10022

A New Civic Literacy--American Education and Global Interdependence
Ward Morehouse

BEST COPY AVAILABLE

This paper discusses how schools have the golden opportunity, if they will use it, of shaping the world views of future generations of Americans along lines more compatible with the realities of global interdependence. This must be accomplished before these world views become hardened, through maturation, along other less compatible lines. The author believes what is required to achieve this is a sustained effort to bring about a new and expanded civic literacy on key interdependence issues.

Center for Teaching About Peace and War
5229 Cass Avenue
Detroit, Michigan 48402

The Center maintains a circulating library which includes extensive materials devoted to World Order Values and Human Rights. Elementary and secondary peace education packets, audio-visual materials, films, unit plans, slides, and bibliographies are among other available resources.

Center for Global Perspectives
218 East 18th Street
New York, New York 10003

This center offers: suggestions for curriculum development, patterns for teaching, and idea paks for grades K-6 and 7-12. Also provided are guides to curriculum materials including such topics as: change, conflict, identity, interdependence, values, power and authority.

Educational Research Council of America
Rockefeller Building
Cleveland, Ohio 44113

Concepts and Inquiry - Kindergarten - Grade K

These materials comprise a K-12 program in social studies which uses a sequential and cumulative approach to the teaching of major social science concepts. They stress an awareness of the world as the arena in which the citizen must play his/her part.

Field Educ. Publications, Inc.
2400 Hanover Street
Palo Alto, California 94304

Asian Studies Curriculum Project, Asian Studies Inquiry Program, Grades 10 (11, 12)

These materials represent about 8-12 weeks of a cultural studies program; they are designed to help students develop their own conclusions about Asia, past and present.

World Studies Inquiry Series - Grades 7-12

This series is designed to meet the needs of junior/senior high students (especially those who have reading difficulties). The focus is on the theme of: geographical consideration; traditional cultural patterns; changing patterns of culture; people and thought; and problems and promises.

Foreign Policy Associates
345 East 46th Street
New York, New York 10017

International Studies in Elementary and Secondary Schools - Grade 9-12 (Adult)

These materials are useful in assisting students and citizens to perceive the causes and implications of world events, analyze alternative solutions to major problems, understand meaningful concepts and finally, make informed choices.

Selective Educational Equipment, Inc.
3 Bridge Street
Newton, Massachusetts 02195

Family of Man
Grade: K-5

This 12-unit series is a multi-media program designed to aid children in becoming both "nation-minded" and "world-minded."

Global Development Studies Institute
P.O. Box 522
14 Main Street
Madison, New Jersey 07940

Global Development Studies: A Model Curriculum for Secondary Schools and Undergraduate Colleges

This curriculum is designed to be a year long course for students for the last two years of high school (or one of the first two years of college). It is comprised of four discrete sections: stimulating appreciation of scope of global development; historical background of development; examination of case studies; and the tying together of the various program parts into a unified whole.

- World Food Supply: A Global Development Studies Case Study

  This is intended for use in coordination with a course in world interdependence.

- Survey of Global Studies

  This survey would be useful to secondary school advisors searching for collegiate programs to recommend to their students.

- Global Studies Workshop Amherst, Mass.

  This workshop was designed to provide an opportunity for professors and teachers, involved in introducing global studies at their respective schools, to exchange experiences.

- An Introduction to Global Development Studies

  This pamphlet describes one of several educational programs carried out by this organization.

Holt, Rinehart & Winston, Inc.
383 Madison Avenue
New York, New York 10017

Tradition and Change in Four Societies: An Inquiry Approach
Grades 10 (11-12)

This is a one semester inquiry-oriented course in which students engage in an examination of change in four areas--West Africa, Brazil, India and China.

Houghton-Mifflin
1900 South Batavia Avenue
Geneva, Illinois 60134

Windows on the World
Social Studies Program
Grades K-6

In this K-6 social studies program, students explore answers to the question: Who Am I? They are also exposed to units and exercises that view the individuals as members of groups, human, beings, and as inhabitants of the earth.

The Institute for World Order
1140 Avenue of the Americas
New York, New York 10036

The Institute offers a wide assortment of books, booklets, pamphlets, and individual lesson plans, designed to foster understanding and analysis of world order issues. It also has films, filmstrips, and tapes which portray some of the essential ingredients of peace education, as well as games and instructional simulations which generate participation and make real issues come alive.

- The Ways and Means is a quarterly newsletter, put out by the Institute, which contains practical classroom teaching strategies for global education and world order studies.

Mid-American Program for Global Perspectives in Education
Indiana University
Bloomington, Indiana 47401

Guidelines for World Studies

These guidelines have been prepared to assist in setting goals and objectives as well as in determining priorities. They provide help in deciding which materials and programs would be most appropriate for various individual situations.

Neighbors Unlimited
Association for Childhood Education International
3615 Wisconsin Avenue, N.W.
Washington, D.C. 20016

This association produces an elementary survey of the international-intercultural dimensions of curriculum which can be used for elementary and middle schools.

Regional Council for International Education
101 Bruce Hall
University of Pittsburgh
Pittsburgh, Pennsylvania 15213

Communique'

This is a newsletter of intercultural communication programs.

The Religious-Social Studies
Curriculum Project
Florida State University
426 Hull Drive
Tallahassee, Florida 32306

Religious Issues in
Western Civilization
Grades 9-12 (Adult)

This material is designed for use as supplemental readings and focuses on religious issues that have been important in Western civilization from ancient to modern times. While each unit focuses on a particular society, all emphasize significant themes which can be conceptually applied to other societies in other times. Together the units effectively illustrate the integral part played by religion in the development of civilization.

Science Research Associates
259 East Erie Street
Chicago, Illinois 60611

Our Working World
Grades 1-6

This is a multidisciplinary elementary social science curriculum designed to help children think about the complex social milieu in which they now live and in which they will live. Children are asked to think about the future in terms of their total lives.

Selective Education Equipment, Inc.
Three Bridge Street
Newton, Massachusetts 02195

Family of Man: Community Studies:
Contrasting Political and Social
Institutions: Contrasting
Communities, Grades 3-5

This material is designed to provide a sequential learning experience with regard to attitudinal values such as appreciation for the contributions of all cultures, acceptance of diversity, the value of human dignity, understanding of cultural universals, respect for the environment, and belief in the necessity for laws and government.

Social Science Education Consortium
Inc.
855 Broadway
Boulder, Colorado 80302

Publications Orders

Publications:

#156: "A Preliminary Review of the Intercultural Dimension in International/Intercultural Education," Grades K-14, Bohannon, Paul, et. al., 100 pp., Mimeo, 1973.

This reviews desirable programs for implementing the intercultural dimension in general education in grades K-14. If offers a model for evaluation of intercultural programs.

#165: "Global Dimensions In the New Social Studies," Spurgin, John H., and Gary R. Smith, 159 pp., Mimeo, 1973.

Spoken Arts, Inc.
310 North Avenue
New Rochelle, New York 10801

Discovering the World: An Adventure in Global Understanding
Grades K-5

This is a multi-media human relations program designed to promote cultural awareness in children. Included in the materials are filmstrips, records or cassettes, reading texts of the scripts, color posters and a teacher's guide.

Student Advisory Committee on International Affairs
1717 Massachusetts Avenue, N.W.
Suite 503
Washington, D.C. 20036

Spectrum

This is a bi-monthly newsletter which examines foreign policy issues of domestic significance.

MATERIALS LISTED IN AND AVAILABLE THROUGH ERIC
(EDUCATIONAL RESOURCES INFORMATION CENTER)

Author: Basa, Patricia and Codianni, Tony
Title: Global Perspectives: A Bibliography

This bibliography is designed to help teachers find resources and suitable K-12 classroom materials that introduce and incorporate global perspectives into the curricula. This collection emphasizes the interrelatedness of world problems and issues. Most of the entries in this bibliography include availability information and short annotations.

Author: Beckles, Marjorie
Title: Teaching Abroad

Availability: Publications Division, Institute of International Education, 809 United Nations Plaza, New York, New York 10017

Designed for those interested in teaching abroad, this book describes opportunities available through government agencies and multinational organizations which sponsor or coordinate international educational projects. The opportunities range from kindergarten to college teaching.

Author: Carpenter, John
Title: The Intercultural Imperative

The author expresses the need for an intercultural dimension in all curricula and suggests goals to strive for in an effort to enrich not only specialized international studies but all subjects and grade levels.

Author: Coplin, William D.
Title: Third Stage Report on the Learning Package Project in International Studies Supported by Grant (GY-9343) of the National Science Foundation

The learning package project in international studies is reported for the activities between August 1973 and October 1974. The first section of the report gives a history of the original packages supported by the project and the contributions made toward developing a group of scholars-instructors necessary to sustain the development, evaluation, and dissemination of learning packages. Plans to develop packages for sociology, economics, psychology, and geography in addition to political science by establishing a policy advisory board are discussed.

Author: De Tullio, Thomas, I.D.
Title: Acculturators for French, Vol. I

This set of teaching units, called acculturators, is designed to introduce French language students to that culture. The acculturators

deal with gestures, customs, family life, daily habits, and other aspects of culture. The intent is to aid the student in becoming as much a part of the target culture as his psychological and intellectual abilities permit. Each of these acculturation lessons contains specific guidelines; lesson objectives; suggested time limits; approximate levels of difficulty; needed materials; directions for the teacher, some of which include lesson plans based on daily schedules; and a brief bibliography. Vocabulary lists and reinforcement activities are provided for some of the acculturators.

Author: De Tullio, Thomas, ED.
Title: Acculturators for Spanish, Vol. I

As above, only in Spanish.

Author: Dubin, Fraida
Title: The Problem "Who Speaks Next?" Considered Cross-Culturally

To achieve the goal of communicative competence, second language instruction should incorporate the results of ethnomethodology research. Ethnomethodologists are interested in the shared rules of inter retation which members of a culture utilize during their conversational interchanges. Rules of a certain language may be introduced by using dialogues or other oral-skill-development techniques which simulate situations where such problems of interaction occur.

Author: Freeman, Robert E.
Title: Curriculum Materials Evaluation as a Process for Changing Education: Work of the Diablo Valley Education Project

During 1972-73 the Diablo Valley Education Project, a joint program of the Center for War/Peace Studies and the Mt. Diablo Unified School District, designed and ran a materials evaluation program of 49 curriculum project materials, 8 simulation games, and 5 multimedia kits dealing with global perspective. The objective of the program was to use materials evaluation as a means to make local schools effective instruments in teaching about human dignity and global problems. The program was designed to use the existing school structure, involve the community and set up a self-evaluation to test results. Materials for evaluation were chosen according to global perspective, organization of content, quality of supplementary materials, flexibility, format, reading level and cost.

Author: Goodlad, John I. and others
Title: A Study of Schooling in the United States, September 1, 1973-August 31, 1979

The purpose of this proposed study is to define and describe what school is. To examine the events that occur within schools and the meaning these events have for those in the school and its community.

It will be composed of seven substudies, one of which is global education and one of which is school-community relations. The global education substudy will be conducted to see what is being done in the nation's schools to develop a global perspective and the school-community relations substudy will attempt to characterize the nature of the relationship that exists between the school and its community.

Author: Gross, Richard E.
Title: Social Studies Essentials in an Era of Doubt

An analysis of factors contributing to socio-civic deterioration suggests a framework for emphasis in social studies instruction that teachers may use to take a positive step toward the improvement and maintenance of civilized society. These factors include social rigidity rather than change: overreach and overexpansion leading to exhaustion of people and resources; national security as an excuse for self-interest and greed; personal alienation and loss of common loyalties; and erosion of moral values. Effecting such a curriculum requires that teachers replace old frameworks and rely on a constructive approach.

Author: Gunn, Angus M.
Title: The Role of the High School Geography Project in Geographic Education Reform Worldwide

This paper outlines some of the values that make the high school geography project (HSGP) useful in other cultural settings, describes some of the current developments in other countries, and illustrates the utility of the project by following one activity through four "transformations."

Author: Hanvey, Robert G.
Title: An Attainable Global Perspective

Availability: Center for War/Peace Studies, 218 East 18th Street. New York, New York 10003

A more complete understanding of global perspectives is provided in this essay through an examination of the modes of thought, sensitivities, intellectual skills, and explanatory capacities which contribute to the formation of a global perspective. The emphasis is on both a formal and informal educational level.

Author: Hayden, Rose L.
Title: International Education: Putting Up or Shutting Up

The current status, problems, and future trends of education for global awareness are outlined, currently, global realities and interdependencies are such that traditional assumptions about international affairs and education are no longer operative. Nor is international education as a discipline conceptually or structurally responding to

contemporary challenges. Internationalist scholars must design new curricular and research models which will yield pertinent new insights and provide a base of relevant expertise which can be utilized by government and professional groups in policy-making; they must integrate international programs into every curriculum.

Author: Hayden, Rose L.
Title: Language and International Studies: The Rhetoric of Friction

This paper outlines the ways in which natural, functional areas in international studies overlap with foreign language proficiencies. An overview of international studies and language developments is given along with contrasts between needs and realities. Given a desire for reform and restructuring of education, language training efforts could reinforce and be more closely aligned with international studies.

Author: Hayden, Rose L.
Title: The World and Your School District

This article deals with the fact that schools are not presently educating children for life in a future, globally oriented society. The author provides elements which should be included in every child's basic education. In addition, she provides examples of leadership activities which should be undertaken by people at the local level.

Author: Hepburn, Mary A.
Title: Education for Policy Decisions on our Continental Environment

The basic model of a secondary-level interdisciplinary environmental education curriculum development project being developed by the University of Georgia, is described. Each component area is fully described by drawing examples from some transnational problem areas of the Canadian-American environment. Course requirements and activities using the model are also described.

Author: James, Eloise Lucille
Title: Far Middle East: An Annotated Bibliography of Materials at Elementary School Level for Afghanistan, Iran, Pakistan

This annotated bibliography presents sources of data on the culture of the plateau-region of western Asia--an introduction to its culture, way of life, values, customs, laws, religious beliefs, technology, social institutions, language, and creative products. A section on the future concludes the document, giving a summary of attitudes and gaps to be filled in Far Middle Eastern materials.

Author: Kidder, Steven J. and others
Title: An Instructional Model for the Use of Simulation Games in the Classroom

Availability: Center for Social Organization of Schools, The John Hopkins University, Baltimore, Maryland

The use of simulation games in the classroom has greatly increased over the past decade. However, little attention has been given to the need for a set of programs -- and instructional model -- that will enable teachers to use these games in a consistent and effective manner. This paper describes such an instructional model and provides a classroom evaluation of the model's application.

Author: Kimball, Solon T.
Title: Culture and the Educative Process: An Anthropological Perspective

Availability: Teachers College Press, Columbia University, New York, New York

An anthropological perspective on the educative process discusses, among other items, the theme that education must bring to all peoples an understanding of their relation to nature, to each other, and to other cultures in order to provide a basis on which to work for the solution of international problems.

Author: McDowell, David W.
Title: Competencies In World Awareness and Dealing with Cultural Diversity in the Classroom: A Report on the International Teacher Education Program at Suny, New Paltz

The International Teacher Education Program, described in this article, is designed to create teacher competencies in world awareness and cultural diversity while taking advantage of a campus attuned to international studies. A world affairs quiz used in the program is included.

Author: Moore, Vivan R. and Senungetuk, Joseph E.
Title: Statewide Community Participation in Needs Assessment

The Alaska Educational Program for Intercultural Communication is developing a method of needs assessment which is unique to the state, possibly to the nation. The staff is comprised of highly creative and interculturally sentient people, all uncredentialed in evaluation. Their task has been to develop structures which foster communication where it has not previously occurred. As educational needs have been identified, working relationships have been built so that constructive action toward resolution of problems begins with the needs assessment.

Author: Oswald, James M.
Title: Intercultural Social Studies Project for Secondary Schools, Annual Report

During the 1972-1973 school year the intercultural social studies project for secondary schools created and maintained a culture studies network involving 103 teachers and their students. More than 50 "field-staff perspectives" were designed in booklet, photograph, map, and simulation-games formats for field testing within the project network. Materials were prepared to meet a variety of reading ability levels (7-12). Conceptual comprehension levels and interest levels. This was the first of a projected two-year developmental project (1972-1974) initiated jointly by the American Universities field staff and the Institute of International Studies of the United States Office of Education.

Author: Rosen, Seymour M., ED.
Title: International/Intercultural Education Reports

"International/Intercultural Education Reports" represents an experimental effort by the Office of Education Institute of International Studies to share with professionals some recent information, ideas, and resources in areas of international/intercultural education that are otherwise insufficiently provided for in ongoing reports or publications programs.

Author: Spurgin, John H. and Smith, Gary R.
Title: Global Dimensions in the New Social Studies

Availability: Social Science Education Consortium, Inc., 855 Broadway, Boulder, Colorado 80302, Order SSEC Publication Number 165

This survey identifies a number of materials and approaches in social studies/social science education containing one or more components useful for global education. The intention of the authors is to provide a handy, practical tool for teachers and curriculum supervisors in their attempts to select new materials appropriate for integration within the existing curriculum to help students better understand the realities of the global dimension of their lives.

Author: Townley, Charles, ED.
Title: The Social Science Teacher: Vol. 4. No. 1, Summer 1974

This New British Journal is a medium of communication for those involved in teaching social science and social studies at the secondary and elementary levels. It consists of three articles, one of which is Roland Meighan's "How Do Your Start...?" It suggests using attitude scales, self-assessment schedules, and questionnaires to test the adequacy of students' "common sense" ideas about social behavior; examples given assess attitudes toward immigration, communications, national stereotypes, and crime. The second article in this journal, "The Place of International Relations in Training Teachers of World Studies," by Peter Bradshow and Norbert Bri mann, purports the usefulness of international relations as an area of study from which teachers can derive an understanding of contemporary world society.

Author: Victor, David and Kraft, Richard
Title: Global Perspectives Handbook

This handbook contains eight classroom activities designed to increase global awareness of students. Objectives and procedures are given for each activity. Charts, discussion topics, and masters for student hand-outs accompany some of the activities. Also included in the description of some of the activities are sources--materials, films, and books--related to the topic for the teacher's reference. The activities are versatile and can be used at any grade level. The handbook concludes with ideas for teacher-developed activities.

Author: Wilcox, Stanley, Comp.
Title: International Teacher Exchange

Availability: Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 1780-01125)

This document is a summary of state regulations and requirements affecting the international exchange of teachers. Included are a summary of state regulations, which discuss matters such as citizenship and loyalty oath requirements, certification and fees for foreign exchange teachers.

Author: Wolsk, David
Title: An Experience-Centered Curriculum: Exercises in Perception, Communication and Action. Educational Studies and Documents No. 17.

Availability: (specified when different from ERIC): Unesco Publications Center, P.O. Box 433, New York, New York 10016

This study describes a Unesco-sponsored experimental project in the United Nations associated schools designed to develop a new approach to education for international understanding. Experiments, demonstrations, critical incidents, interview surveys, simulations, role playing and community action projects are some of the specific techniques used in this approach. The appendices describe additional units, an evaluation study of the project, and suggested action projects and list teachers involved.

Address for ERIC: ERIC CHESS
Clearinghouse for Social Studies
Social Science Education
855 Broadway
Boulder, Colorado 80302

Title: Directory of Contacts for International, Educational, Cultural, and Scientific Exchange Programs

This document lists the private and governmental agencies active in

the conduct of international exchange-of-persons programs. Contact persons, their title, and phone number are provided for each agency while the purpose of each is briefly described.

Title: Foreign Curriculum Consultant Program for American Schools, Colleges, and State Departments of Education: 1974-75

Availability: Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 1780-01230)

The foreign curriculum consultant program enables selected U.S. educational institutions and organizations to bring specialists from other countries to the United States to assist in planning and developing curriculums in foreign language and area studies. The costs of the consultant's transportation and maintenance, and other specified expenses, are shared by the Office of Education and the grantee institution. Applicarion instructions, including the criteria by which projects will be evaluated and a format for the budget estimate, are included.

Title: Global Development Studies, A Model Curriculum for an Academic Year Course in Global Systems and Human Development at the Secondary and Undergraduate Levels of General Education

Availability: Management Institute for National Development, 230 Park Avenue, New York, New York 10017

The course of study, an experimental model intended for use in secondary grades and higher education, centers on mankind in a global context. Main objectives of the course are to help students understand with cognitive depth the realities of global systems, interdependencies, and imbalances and develop conscious attitudes toward their own beliefs and conceptions and those of others. The course contains the following four parts: 1) building global perspectives; 2) historical background; 3) global interdependence; and 4) evaluation and comparison, objectives, rationale, a content outline, some suggested exercises, and some material resources are provided for each part.

Title: Global Studies Workshop: Amherst Massachusetts, May 16-17, 1975

The conference report of the global studies workshop held in Amherst, Massachusetts, May 16-17, 1975 is presented. Two key questions were addressed throughout the workshop concerned with the goals of a global studies course and the issues, concepts, and problems which such a course should address. Four goals for global studies were identified along with recommendations and suggestions for further action. The document concludes with a selected list of references, curricula, films, and other resources useful in teaching global studies.

Title: Intercultural Social Studies Project Newsletter, Volume I, Number 7

Availability: Intercultural Social Studies Project Newsletter, American Universities Field Staff, 3 Lebanon Street, Hanover, New Hampshire

Title: Looking At: Future Studies, Legal Education, Women's Studies, Mini-Courses, Global Studies, School Ethnography

Six issues of a current awareness bulletin published occasionally by the ERIC clearinghouse for social studies are combined in this document. Among the various issues, written in 1973 and 1974, is the topic of global studies. Each four page bulletin describes exemplary projects and classrooms, and includes information on available human resources, materials, and organizations. In addition, ERIC document abstracts and book reviews offer sources for further investigation of each topic.

Title: Open Doors 1973. Report on International Exchange

Availability: Institute of International Education, 809 United Nations Plaza, New York, New York 10017

This report on international exchange emphasizes educational exchange between the United States and other countries, statistical data concerning foreign students in the United States, foreign scholars in the United States, U.S. students abroad, U.S. faculty members abroad, and conduct of the surveys.

Title: Other News Items, New Approaches to Education for International Understanding

This section presents the activities (symposiums, seminars and educational surveys) of curriculum developers, teachers, and members of UNESCO organizations for exploring the implementation of international understanding in education.

Title: Overseas Summer Study Programs: What Students, Parents and Principals Should Ask

Availability: NASSP, 1904 Association Drive, Reston, Virginia 22091

This pamphlet offers questions, comments and suggestions to guide high school principals and high school students and their parents in evaluating overseas summer study programs. Financial loss and educationally weak experiences can be avoided by careful examination of travel study offerings.

Title: Standards and the Education Consumer

Availability: Educational Media Council, Inc., 1346 Connecticut Avenue, N.W., Washington, D.C. 20036

The presentations and discussions at a two-day seminar held in Washington, D.C. in November, 1971, are compiled here. They deal with the composite perplexity of the education consumer in his need for standardization of equipment, technology, and materials. Among the topics discussed were the following: standards in a non-standard world, the development of standards, and international aspects of standardization.

Title: To Explain the Other to Myself, A Preliminary Discussion Paper on World Studies in Schools

As part of a broad effort to develop qualities and attitudes of mind implied by phrases such as "global perspective" and "worldmindedness," this paper considers the main practical and theoretical questions which are likely to arise in developing a world studies unit in secondary schools.

SUPPLEMENTARY MATERIALS

ACTION MAP PROGRAM — Grade 1-6

Denoyer-Geppert Company
5235 Ravenswood Avenue
Chicago, Illinois 60640

This multi-media approach combines resources to help students relate places, people, historical events and social trends to the graphic symbols on the map. Placed in problem-solving situations that require active participation, students can achieve a greater understanding of such concepts as continent and country, and of man's place in each.

DEADLINE DATA ON WORLD AFFAIRS — Grade 7-Adult

DMC Inc.
100 Northfield Street
Greenwich, Connecticut 06830

This material is an information bank of over 10,000 resource cards which report on the domestic and foreign affairs of every country in the world and every significant international organization. It was designed to contribute to the student's capacity for effective thinking about political institutions and processes.

DIMENSIONS: COUNTRIES AND CULTURES — Grade 4-6 (7-9)

SRA, Inc.
259 East Erie Street
Chicago, Illinois 60611

This is a supplementary reading kit that is part of the Dimension Series (a self-pacing reading program). It is designed to motivate students and encourage reading success with reading selections which describe, in various literary forms, different and similar cultures around the world.

EDU-ACTIONAL MEDIA/MAP SYSTEMS — Grade 6-9 (10, 11)

Mealey Productions Internationals, Inc.
Suite 102, Executive Building
22 West Road
Towson, Maryland 21204

This is a multi-media approach to the study of four regions of the world, Africa, the British Isles, India, and South America. The components of the program provide students with the opportunity to study the relationship between a region's physical, economic, and socio-cultural features of a particular region.

EXPLORA TAPES: SOCIAL STUDIES EXPLORATION Grade 3-8 (7)

Educational Progress Corporation
P.O. Box 45663
Tulsa, Oklahoma 74145

This multi-media program (for independent student use) is intended to enrich traditional course work, moving students beyond what is usually found in classroom texts. The tapes are divided into two programs, each of which is subdivided into study units such as Earth's Resources or World Cultures. The various lessons provide students with an understanding of social interaction within the structure of society as well as historical perspective and an awareness of social change in countries around the world.

FIELDSTAFF PERSPECTIVES: Grade 9-12 (7, 8, 13, 14)
AQ KUPRUK: A TOWN IN NORTHERN AFGHANISTAN
SOUTHEAST ASIA: AMIDST DIVERSITY IS UNITY POSSIBLE?

American Universities Field Staff, Inc.
3 Lebanon Street
Hanover, New Hampshire 03755

In examining various societies and their culture, these multi-media kits attempt to promote student consciousness and feeling for the elements which shape culture-interaction between people, their relationships to their environment, and the management of daily life and its problems. Studying specific life patterns and the human condition in the world apart from the West will stimulate student empathy for cultural diversity and further student appreciation of cultural common denominations.

FIRST THINGS Grade K-3

Guidance Associates
Pleasantville, New York 10570

First Things is a series of five sound filmstrip programs, designed to help primary age children build their self-images, strengthen their value choices, and deepen and refine their social perceptions.

MULTIMEDIA CHINA PROGRAM Grade 6-12

A. J. Nystrom and Company
3333 Elston Avenue
Chicago, Illinois 60618

The goal of this program is to give Western students a better understanding of China--its people and its struggles over centuries of growth and development. It is hoped that students, provided with the opportunity to study a vastly different culture, will improve their understanding of themselves and the society to which they belong, and that they will develop values that will be beneficial to themselves and their country.

RUSSIA Grade 6-9 (10-12)

A.J. Nystrom and Company
3333 Piston Avenue
Chicago, Illinois 60618

The goal of this program is to present a candid analysis of the Soviet Union in an objective manner so students will better understand this prominent world power. It is hoped that students will develop tolerance for differing viewpoints and a greater appreciation for their own democratic way of life.

BOOKS FOR STUDENTS

Due to the lack of material in this area, resources dated earlier than 1973 are listed.

For Elementary Grades:

Ginn, Studies In Depth series

The John Day Company, World Neighbors series

Laidlaw, Understanding Your World series

Lippincott, Portraits of the Nations series (on over 100 nations)

For Various Grades:

Ames, Gerald & Rose Wyler, Planet Earth, N.Y.: Golden, 1963, 105 pp., Grades 6-9

Archer, Sellers, Rain, Rivers and Reservoirs: The Challenge of Running Water, N.Y.: Coward-McCann 1963, 120 pp., Grades 5-8

Bixby, William, A World You Can Live In, N.Y.: McKay 1971, 144 pp., Grades 5-8

Chandler, M. H., Man's Home: The Earth, Chicago: Rand McNally 1966, 96 pp., Grades 5-7

Cohen, Robert, The Color of Man, N.Y.: Random House 1968, 114 pp., Grades 5-8

Evans, Eva Knox, People Are Important N.Y.: Capitol & Golden 1962, 87 pp., Grades 4-6

Anthropology, with a sense of humor included. Highly recommended.

Fisher, Roger, International Conflict for Beginners, N.Y.: Harper & Row 1969, 231 pp., Grades 7-10

Hadjisky, Maryellen G., Peace Education in Primary Grades, Center for Teaching About Peace and War, Wayne State University, Detroit, 1972

Helfman, Elizabeth S., This Hungry World, N.Y.: Lothrop, Lee & Shepard 1970, 160 pp., Grades 5-8

Hey, Nigel & Editors of Science Book Association, How Will We Feed the Hungry Billions?, N.Y.: Messner 1971, 192 pp., Grades 7-9

Hirsh, S. Carl, Guardians of Tomorrow: Pioneers in Ecology, N.Y.: Viking 1971, 192 pp., Grades 7-10.

Kenworthy, Leonard S., Three Billion Neighbors, Lexington, Mass.: Ginn 1965, 160 pp.

A "Family of Man" for children, featuring nearly 500 black and white photos, arranged by the major activities of man.

Larsen, Peter, The United Nations at Work Throughout the World, N.Y.: Lothrop, Lee & Shepard 1971, 127 pp., Grades 5-8

Mangrulkar, Latika, World Order Values: A Bibliography for Young Children, Center for Teaching About Peace and War, Wayne State University, Detroit

Mattison, C. W. & Joseph Alvarez, Man's Resources in Today's World, Mankato, Minn.: Creative Educational Society 1967, 144 pp., Grades 5-8

Neurath, Marie, Living with One Another, N.Y.: Watts 1965, 128 pp., Grades 5-8

Includes many pictographs of people of the world.

Pringle, Laurence, One Earth, Many People: The Challenge of Human Population Growth, N.Y.: MacMillan 1971, 128 pp., Grades 5-8

Pringle, Laurence, The Only Earth We Have, N.Y.: MacMillan 1971, 95 pp., Grades 5-8

Rabe, Olive, United Nations Day, N.Y.: Crowell 1965, 40 pp., Grades 1-3

Sasik, N., This is the United Nations, N.Y.: MacMillan 1968, Grades 4-6

Savage, Katharine, The Story of the United Nations, N.Y.: Walck 1970, 224 pp., Grades 6-9

GAMES AND SIMULATIONS

BAFA BAFA: A Cross Culture Simulation — Grade 9-12 (Adult)

Simile II
1150 Silverado
La Jolla, California 92037

The goal of the simulation is to foster an understanding of the concept of culture, create feelings similar to those encountered when in another culture, and provide experience in observing and interacting with a different way of life.

BALDICER — Grade 6-12 (Adult)

John Knox Press
Box 1176
Richmond, Virginia 23209

The purpose of this game is to stimulate participants to think about, analyze, and look for solutions to the world's hunger problems. It is designed to force participants to face the economic problems of an interdependent world.

CONFLICT — Grade 10-12 (Adult)

Simile II
1150 Silverado
La Jolla, California 92037

This game has a futuristic setting and deals with problems of coping with the increasing political complexity of the world.

CONFRONTATION: THE CUBAN MISSILE CRISIS — Grade 10-12 (Adult)

Current Affairs Films
24 Danbury Road
Wilton, Connecticut 06897

This game is designed to illuminate the complexities and dangers of power politics and to encourage students to analyze international relations in light of their potentially explosive nature.

CRISIS — Grade 7-12 (Adult)

Western Behavioral Sciences Institute
1150 Silverado Street
La Jolla, California 92037

The authors believe that students will acquire a greater sensitivity to the complexities of international problems by participating in this game based on conflict between nations.

CULTURE CONTACT — Grade 7-12

ABT Associates, Inc.
55 Wheeler Street
Cambridge, Massachusetts 02135

This game simulates the potential conflicts and misunderstandings between two peoples of widely different cultures. Students will see the importance of communication and interaction between cultures.

DANGEROUS PARALLEL — Grade 8-12 (Adult)

Scott Foresman and Company
1900 East Lake Avenue
Glenview, Illinois 60025

Participants in this simulation will not only gain insight into the nature of high governmental leadership positions but will also have an opportunity to practice analysis of goals and develop communication skills.

INTER-NATION SIMULATION KIT — Grade 9-12 (Adult)

Science Research Associates, Inc.
259 East Erie Street
Chicago, Illinois 60611

This simulation is meant to be an analytical tool for understanding the complexities of international relations. Participants gain an awareness of the importance of reliable information and effective communication and experience the difficulties of balancing national requirements in domestic and foreign affairs.

THE ROAD GAME — Grade 4-12

Center for War/Peace Studies
Intercom, #75
218 East 18th Street
New York, New York 10003

This is a simple, flexible simulation which can be incorporated into any curricula that stress group interaction processes. Teams can role play nations, community interest groups, or cultural groups vying for power, both among themselves and among each other.

SYSTEM 1 — Grade 3-12

Instructional Simulations, Inc.
2147 University Avenue
St. Paul, Minnesota 55114

This unique simulation game may be used with many different types of materials in almost any subject area and almost any grade level. The teacher is able to develop his/her own cognitive materials to work into the game. The prime objective is to have students become familiar with the process of information classification.

TIMAO — Grade 6-Adult

Progressive Playthings, Inc.
4680 Alvarado Canyon Road
San Diego, California 92120

Timao is designed to help students apply values to everyday experiences. It seeks to help players understand that any event may involve the enhancement (positive gain) and/or deprivation (loss) of one or more of eight basic values. Two other objectives are to have players "become aware that the ability to see and express value is improtant" and "develop the ability to view events in relationship to several values."

TRANSACT — Grade 9-14

Addison-Wesley Publishing Company, Inc.
2725 Sand Hill Road
Menlo Park, California 94025

Transact was designed as a market simulation because the developers believe that students making transactions on a competitive basis will experience and understand the incentives of real buyers and sellers as they seek to avoid loss and make a profit. By using various commodities essential to the students' daily lives, this trading game might arouse a high level of interest.

VALUES IN ACTION — Grade 4-6

Holt, Rinehart and Winston, Inc.
383 Madison Avenue
New York, New York 10017

This media kit is designed to present values dilemmas to young people. Through role-play and discussion techniques, students are to understand more fully the complexities of problems which face them and other people.

WORDS AND ACTION

Grade K, 1 (2)

Holt, Rinehart and Winston, Inc.
383 Madison Avenue
New York, New York 10017

This has been designed to expose children to real-life problems in an involving and interesting way. Once children understand the problems and ideas being illustrated in a photograph, they can pantomime and role-play both the situation and possible alternatives for solving the problems they perceive.

FOLLOW-UP RESOURCES

The following are sources from which one can obtain literature, media materials, teaching ideas and/or information concerning current programs.

American Council of Learned Societies
345 East 46th Street
New York, NY 10016

American Council on Education
1 Dupont Circle, N.W.
Washington, DC 20036

American Council on the Teaching of Foreign Languages
62 5th Avenue
New York, NY 10011

American Educational Publishers
Educational Center
Columbus, OH 43216

American Friends Service Committee
407 South Dearborn Street
Chicago, IL 60605

Association for Childhood Education International
3615 Wisconsin Avenue, N.W.
Washington, DC 20016

Associated Schools Project of UNESCO
United Nations Building, Room 220
New York, NY 10017

Center for International Programs and Comparative Studies
State Education Department of New York
99 Washington Avenue
Albany, NY 12210

Center for War/Peace Studies
218 East 18th Street
New York, NY 10003

Children's International Summer Villages, Inc.
7 North Terrace
Newcastle upon Tyne
N32 4AD, England

Children's Press
1224 W. VanBuren Street
Chicago, IL 60607

Creative Educational Society, Inc.
515 North Front Street
Mankato, MN 56001

Department of State, U.S.A.
Washington DC 20520

Educational Publishers Corp.
Darien, CT 06820

Exchange Tapes Through World Tape Pals
Box 9211
Dallas, TX 75214

Foreign Area Materials Center
The State Education Department
60 East 42nd Street
New York, NY 10017

Fund for Peace
1855 Broadway
New York, NY 10023

Global Education Associates
552 Park Avenue
East Orange, NJ 07017

Grolier Education Corp.
845 3rd Avenue
New York, NY 10022

Institute for Education in Peace and Justice
3700 West Pine Boulevard
St. Louis, MO 63108

Institute for World Order
1140 Avenue of the Americas
New York, NY 10036

Management Institute for National Development
230 Park Avenue
New York, NY 10017

Mid-America Program for Global Perspectives in Education
513 North Park
Bloomington, IN 47401

Overseas Development Council
1717 Massachusetts Avenue, N.W.
Washington, DC 20036

Transnational Institute
Institute for Policy Studies
1901 Q Street, N.W.
Washington, DC 20009

United Nations Development Program
United Nations
New York, NY 10017

World Without War Council/Midwest office
7245 South Merrill Avenue
Chicago, IL 60649